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Information from 823 of the 1,127 non-teaching agricultural education graduates from Iowa State University from January 1940 to July 1964 was examined to investigate environmental factors influencing agricultural education graduates to teach vocational agriculture and reasons for leaving vocational agriculture teaching. Examination of the data revealed: (1) Over 43 percent of the non-teaching graduates were aware of the vocational agriculture teaching profession before college enrollment, while 26 percent were not aware of the profession until their sophomore year in college. (2) Graduates who had taken vocational agriculture in high school had a longer teaching tenure. (3) Highest grade averages were held by those graduates who never taught. (4) 51 percent of graduates not presently teaching reported vocational agriculture teaching as their first employment areas. (5) Graduates entered vocational agriculture teaching as their first employment because they felt best trained in this area, liked working with people, and the salary was advantageous. (6) Factors influencing agricultural education graduates to leave vocational agriculture teaching were lack of advancement opportunities, salary, too many evening responsibilities, and long hours. Vocational agriculture teachers with longer tenure influenced more potential students to enroll in agricultural education than teachers with short tenure. (DM)

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FACTORS RELATED TO THE TENDENCY OF IOWA STATE UNIVERSITY AGRICULTURAL EDUCATION GRADUATES TO NOT ENTER OR TO LEAVE THE VOCATIONAL AGRICULTURE TEACHING PROFESSION

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Purpose: To survey possible environmental factors which may have a tendency to influence agricultural education graduates to not enter or to enter and leave the vocational agriculture teaching profession, and to evaluate the reasons for leaving the vocational agriculture teaching profession as given by graduates who left teaching.

Method and Sources: Questionnaires were sent to 1,127 agricultural education graduates from Iowa State University. Responses were obtained from 823 nonteaching agricultural education graduates and used in this study. Data were obtained from two sources: the questionnaire and the graduate's permanent record in the Admissions and Records Office. Income figures were adjusted to in order to compare incomes of different time periods.

Summary of Findings: Over 43 per cent of the nonteaching graduates were aware of the vocational agriculture teaching profession before college enrollment, while 26.4 per cent were not aware of the profession until their [illegible] year in college.

The tenure data of this study revealed that the graduates who had taken a vocational agriculture curriculum in high school had a somewhat longer tenure in vocational agriculture teaching.

Graduates who had never taught had some of the highest high school and college quality point averages with averages of 2.82 and 2.72 respectively. Only rarely were these quality point averages exceeded by graduates who had entered vocational agriculture teaching and then quit.

Four hundred and six graduates (39.8 per cent) reported vocational agriculture teaching as their first employment area. Factors having the greatest influence on the nonteaching graduate's decision to enter vocational agriculture as his first employment were: felt best trained in this area, working closely with people, and salary. Owing of home and evenings free had the least influence.

When mean scores were compared for the first and 1964 employment areas for salary, freedom and independence of the job, security, felt best trained in this area, own my own home, and wife happy with line of employment, it was found that the 1964 scores were much higher and reflected increased influence of these factors upon the nonteaching graduates' choice of 1964 occupations.

Factors influencing agricultural education graduates to leave vocational agricultural teaching were: lack of advancement opportunities, salary, too many evening responsibilities, and long hours.

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FACTORS RELATED TO THE TENDENCY OF IOWA STATE UNIVERSITY AGRICULTURAL EDUCATION GRADUATES TO NOT ENTER OR TO LEAVE THE VOCATIONAL AGRICULTURE TEACHING PROFESSION

by

Loren H. Froehlich

Purpose of the Study

The objectives of the study were to survey possible environmental factors which may have a tendency to influence agricultural education graduates to not enter or to enter and leave the vocational agriculture teaching profession, and to evaluate the reasons for leaving the vocational agriculture teaching profession as given by graduates who had left teaching.

Method of Procedure

Included in this study were 823 nonteaching agricultural education graduates (70 percent of all graduates in this area) from Iowa State University during the period January 1, 1940 to July 1, 1964.

Data were obtained from two sources: the questionnaire responses from the graduates and the graduate's permanent record in the Admissions and Records Office at Iowa State University of Science and Technology. The questionnaire was used to obtain background information on such factors as: parents, high school, reasons for enrolling in agricultural education and for attending Iowa State University, employment after graduation, and reasons for leaving teaching. Data obtained from the graduate's permanent record in the Admissions and Records Office included the graduate's college residence at time of enrollment, high school quality point averages, and college quality point averages.

Questionnaires were sent to 1127 graduates. A total of 1022 graduates (90.7 percent) responded. The responses from these graduates (823) were included in this study.

Graduates' incomes were adjusted for inflation, war, and other factors before incomes of different time periods could be compared. To determine what current income, taking price of living changes into account, would be comparable to the incomes of previous years up to 1940, an index computed from mean incomes was used.

Findings

The number of nonteaching graduates by five-year periods as reported in this investigation were: 1940-1944, 74 (8.9 percent of all the nonteaching graduates included in the study, or 84 percent of all graduates during the 1940-1944 period who responded); 1945-1949, 123 (15 percent of all nonteaching graduates, or 78.3 percent of all graduates during this period who responded); 1950-1954, 265 (32.2 percent of all nonteaching graduates, or 89.8 percent of all graduates during this period who responded); 1955-1959, 290 (35.4 percent of all nonteaching graduates, or 81.9 percent of graduates during this period who responded); and 1960-1964, 71 (8.6 percent of all nonteaching graduates, or 55.5 percent of graduates during this period who responded).

Data in Table 1 represent the graduate's awareness of the vocational agriculture teaching profession. Over 43 percent of the graduates were aware of the profession before college enrollment, whereas 26.4 percent were not aware of the profession until their sophomore year in college. It was further observed that very few (2.6 percent) of the graduates were aware of the profession for which they were trained before the 9th grade in high school. Only 37 percent of the 1945-49 group were aware of the

Table 1. Awareness of vocational agriculture as a profession by nonteaching graduates as related to year of college graduation

Awareness of vocational agriculture as a profession	Number by period of college graduation					Total	
	1940-44	1945-49	1950-54	1955-59	1960-64		
	N	N	N	N	N	N	%
Before 9th grade	4	4	4	8	1	21	2.6
9th to 12th grade	31	25	50	75	33	214	26.9
12th grade and college enrollment	6	15	44	34	10	109	13.7
College freshman	10	24	52	49	15	150	18.8
College sophomore	12	34	73	85	6	210	26.4
Other	6	17	34	31	4	92	11.6
Total	69	119	257	282	69	796	100.0

profession prior to college enrollment, whereas 64 percent of the 1960-64 graduates were aware of the vocational agriculture teaching profession prior to college enrollment.

Information in Table 2 reveals the teaching tenure by the graduates in vocational agriculture as related to high school curriculum in which the graduates had been enrolled. Enrollment in the general high school curriculum was the most frequently reported (49.1 percent) by the graduates. About one-fourth of the graduates (24.8 percent) had been enrolled in a high school curriculum of vocational agriculture. Almost 24 percent of the graduates had completed a college preparatory curriculum and 1.4 percent had completed business and other high school curriculums. The tenure data reveal that the graduates who had taken vocational agriculture in high school had a somewhat longer tenure in vocational agriculture teaching.

Tenure in vocational agriculture teaching by agricultural education graduates as related to high school and college quality point averages is depicted in Table 3. As revealed, 355 (43.2 percent) of the graduates had never taught vocational agriculture. Only 11.4 percent of the graduates had taught more than five years. Approximately 25 percent of the graduates had taught from three to five years. Graduates who had never taught vocational agriculture were among those graduates with the highest high school and college quality grade point averages. Only rarely were these quality point averages exceeded by graduates who had entered vocational agriculture teaching and then left the teaching profession. It was observed that quality point averages appeared to decrease as tenure in vocational agriculture teaching increased. However, no measure of statistical significance was applied to these data. The high school and college quality point averages

Table 2. Mean teaching tenure of graduates in vocational agriculture by high school curriculum and year of college graduation

High School Curriculum	Mean tenure and number by period of college graduation												
	1940-44		1945-49		1950-54		1955-59		1960-64		Total		
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	%
General	26	3.27	56	3.30	133	2.59	151	1.34	37	.46	403	2.07	49.1
Vocational agriculture	29	3.41	24	4.08	62	2.10	69	2.14	19	.79	203	2.41	24.8
College preparatory	19	1.74	38	2.34	64	3.16	62	1.29	13	.61	196	2.10	23.9
Business	0	0	1	2.00	3	.67	2	3.00	0	0	6	1.67	.7
Other	0	0	1	4.00	1	5.00	4	1.25	0	0	6	2.33	.7
Total	74		120		263		288		69		820		100.0
Mean tenure		2.93		3.15		2.59		1.53		.58		2.15	

Table 3. Tenure in vocational agriculture teaching of presently nonteaching agricultural education graduates as related to quality point averages in high school and college

Years taught	Total	Percentage	Quality point average	
			High school	Final college
	N	%	Mean	Mean
0	355	43.2	2.82	2.72
1	97	11.8	2.70	2.60
2	104	12.7	2.79	2.68
3	73	8.9	2.80	2.70
4	51	6.2	2.83	2.81
5	47	5.7	2.48	2.65
6	30	3.7	2.68	2.63
7	16	1.9	2.52	2.60
8	9	1.1	2.78	2.73
9	11	1.3	2.54	2.66
10-12	18	2.2	2.46	2.57
13-15	8	1.0	2.63	2.60
16-18	2	0.2	2.49	2.50
Totals and means	821	100.0	2.76	2.69

for all graduates studied were 2.76 and 2.69 respectively.

Mean income from graduates first employment by employment area and year of graduation are revealed in Table 4. Four hundred and six graduates (50.8 percent) reported vocational agriculture teaching as their first employment area. Seventy-four or 9.2 percent of the graduates had entered G.I. on-farm training. Other first employment areas reported by the graduates included: extension service, 7.4 percent; farming, 6.1 percent; feed and seed business, 3.0 percent; government, 2.8 percent; college teaching, 2.1 percent; and other, 5.0 percent. Military service provided employment for 2.4 percent of the graduates.

When mean incomes of graduates who had been initially employed in an area constituting at least five percent of the graduates studied were compared, only small differences were observed. Graduates who had entered farming reported the highest income of $4,836, while graduates who had entered G.I. on-farm training reported the lowest incomes of 4,103. Graduates who had entered college teaching had the highest mean first employment incomes ($5,753) of all groups studied. The mean income for the 406 graduates who entered vocational agriculture teaching and then left the profession was $4,471 for the 25-year period studied. This mean was $3.00 below the $4,474 reported as the mean first employment income of all graduates over the same period of time.

Data presented in Table 5 reveals the mean 1963 income and number of graduates by 1964 employment area. Twenty graduates (2.6 percent) had taught vocational agriculture in 1964, but then left the profession. Employment areas accounting for at least five percent of the graduates included: farming, 13.3 percent; feed and seed business, 9.2 percent; extension service, 9.0 percent; high school teacher other than vocational

Table 4. Mean income from graduates first employment by employment area and year of college graduation

First Employment Area		Number of graduates and mean first employment income by period of college graduation					Total	%
		1940-44	1945-49	1950-54	1955-59	1960-64		
Voc. ag. instructor	(N)	47	69	134	136	20	406	50.8
	($)	$2,429	$3,989	$4,493	$5,220	$5,685	$4,471	
G.I. on-farm training	(N)	0	31	34	9	0	74	9.2
	($)	0	3,958	4,004	4,977	0	4,103	
H.S. teacher other than voc. ag.	(N)	2	1	3	17	2	25	3.1
	($)	1,750	3,500	3,367	4,324	5,100	4,032	
Farming	(N)	4	1	16	24	4	49	6.1
	($)	5,125	5,000	3,944	4,541	9,850	4,836	
Extension service	(N)	2	3	21	26	7	59	7.4
	($)	3,300	3,133	4,138	4,603	5,400	4,413	
Government	(N)	4	0	3	9	6	22	2.8
	($)	2,375	0	4,800	4,477	4,033	4,018	
Fertilizer	(N)	1	0	5	2	1	9	1.1
	($)	2,400	0	4,360	4,800	6,500	4,477	
Feed and seed business	(N)	1	3	7	11	2	24	3.0
	($)	4,200	3,933	4,671	5,245	3,650	4,737	
Radio or TV	(N)	0	1	1	0	0	2	.2
	($)	0	4,000	2,600	0	0	3,300	
Livestock industry	(N)	1	0	0	4	2	7	.9
	($)	2,400	0	0	5,025	6,050	4,942	

Table 4 continued.

First Employment Area		Number of graduates and mean first employment income by period of college graduation 1940-44	1945-49	1950-54	1955-59	1960-64	Total	%
College teaching	(N)	1	5	6	5	0	17	2.1
	($)	3,600	3,920	7,475	5,950	0	5,753	
Sales, other than ag. products	(N)	0	1	1	5	1	8	1.0
	($)	0	2,500	5,000	4,760	7,500	4,850	
Machinery business	(N)	2	0	2	1	1	6	.8
	($)	3,100	0	4,150	5,400	5,000	4,150	
Petroleum business	(N)	0	0	0	2	0	2	.2
	($)	0	0	0	4,500	0	4,500	
Banking	(N)	0	0	3	4	2	9	1.1
	($)	0	0	3,700	4,475	4,800	4,288	
Insurance	(N)	1	0	2	0	1	4	.5
	($)	6,000	0	3,650	0	5,200	4,625	
Journalism	(N)	0	0	0	1	0	1	.1
	($)	0	0	0	5,000	0	5,000	
Private business	(N)	1	3	2	3	2	11	1.4
	($)	2,400	5,200	5,750	4,000	4,900	4,664	
Other	(N)	4	2	10	18	6	40	5.0
	($)	2,550	4,600	4,450	4,498	5,583	4,459	
Military service	(N)	0	0	7	5	7	19	2.4
Graduate school	(N)	0	0	1	1	4	6	.8
Total	(N)	71	120	258	283	68	800	100.0
Mean Income	($)	2,700	4,100	4,410	4,908	5,646	4,474	

Table 5. Mean 1963 income of nonteaching graduates by 1964 employment area and year of college graduation

1964 Employment area		Number of graduates and mean 1963 income by period of college graduation						
		1940-44	1945-49	1950-54	1955-59	1960-64	Total	%
Voc ag. instructor	(N)	3	4	4	9	0	20	2.6
	($)	$6,767	$9,025	$6,575	$6,944	$ 0	$7,260	
Farming	(N)	8	10	26	46	11	101	13.3
	($)	4,750	6,700	6,215	6,032	5,309	5,965	
H.S. teacher other than voc. ag.	(N)	2	8	19	28	5	62	8.2
	($)	6,000	9,787	6,931	6,379	5,900	6,937	
School administration	(N)	1	5	3	13	1	23	3.0
	($)	10,400	8,740	8,533	6,873	6,650	7,639	
Extension service	(N)	7	16	17	21	7	68	9.0
	($)	11,171	8,494	8,155	5,745	4,657	7,441	
Government	(N)	6	9	9	20	6	50	6.6
	($)	8,133	8,505	9,538	6,695	5,066	7,510	
Fertilizer business	(N)	4	2	12	17	1	36	4.8
	($)	9,000	10,750	10,108	7,882	6,500	8,869	
Feed and seed business	(N)	3	11	33	20	3	70	9.2
	($)	11,600	11,018	8,954	8,020	6,633	9,026	
Radio or TV	(N)	0	0	2	0	0	2	.3
	($)	0	0	8,750	0	0	8,750	
Livestock industry	(N)	1	3	9	6	3	22	2.9
	($)	13,000	9,167	8,355	7,066	6,800	8,113	
College teaching	(N)	7	8	16	10	1	42	5.5
	($)	13,171	13,450	10,434	7,735	6,500	10,728	

Table 5 continued

1964 Employment area		Number of graduates and mean 1963 income by period of college graduation 1940-44	1945-49	1950-54	1955-59	1960-64	Total	%
Sales, other than ag. products	(N)	5	7	12	6	1	31	4.1
	($)	12,760	8,842	11,242	10,083	8,800	10,642	
Machinery business	(N)	0	0	2	3	0	5	.7
	($)	0	0	12,300	6,900	0	9,060	
Petroleum business	(N)	0	0	1	2	0	3	.4
	($)	0	0	5,700	6,050	0	5,933	
Banking	(N)	3	6	16	17	6	48	6.3
	($)	10,566	12,033	9,487	7,201	6,266	8,661	
Insurance	(N)	1	4	8	4	2	19	2.5
	($)	11,000	10,750	13,038	10,550	5,200	11,100	
Journalism	(N)	0	0	3	3	0	6	.8
	($)	0	0	10,400	7,500	0	8,950	
Private business	(N)	9	2	13	7	2	33	4.4
	($)	13,822	18,600	7,782	7,371	5,750	9,875	
Other	(N)	12	26	42	39	8	127	16.8
	($)	10,778	11,007	8,941	6,825	6,050	8,706	
Military Service	(N)	0	0	6	9	7	22	2.9
Graduate School	(N)	0	0	4	6	3	13	1.7
Total	(N)	72	111	247	271	57	758	100.0
Mean Income	($)	10,332	10,954	8,807	6,918	5,632	8,352	

agriculture, 8.2 percent; government, 6.6 percent; banking, 6.3 percent; and college teaching, 5.5 percent. Fertilizer business, private business, and sales of other than agricultural products accounted for 100 of the graduates in 1964 with 4.8, 4.4, and 4.1 percent, respectively employed in these occupations. A total of 57 graduates (7.5 percent) reported being employed in radio or TV, livestock industry, machinery business, petroleum business, insurance, and journalism.

The 20 graduates who taught vocational agriculture in 1964 before leaving the profession had a mean income of $7,260. Only graduates employed in farming, high school teaching other than vocational agriculture, and the petroleum business reported lower mean incomes for 1963. The mean income of all graduates, excluding the 35 graduates in military service and graduate school, was $8,352.

Factors influencing the graduates' decision to enter their first employment area are revealed in Table 6. Factors were rated from one to five with number one representing little or no influence and number five representing very much influence upon the graduate's decision to enter the employment area.

Factors having the greatest influence on the graduate's decision to enter vocational agriculture teaching as his first employment were: felt best trained in this area, 4.2; working closely with people, 3.5; and salary, 3.3. Owning of home (1.2) and evenings free (1.4) had the least influence.

When graduates who entered high school teaching other than vocational agriculture were compared to graduates who entered vocational agriculture, salary and felt best trained in this area were rated lower by the non-vocational agriculture teachers. Freedom and independence of the job, good hours, opportunity for advancement, and evenings free were rated by those

Table 6. Factors influencing the graduate's decision to enter first employment area (Rating basis: 1 = little or no influence; 5 = very much influence)

Factors	Employment area[a]									
	1	2	3	4	5	6	7	8	9	10
	Mean									
Salary	3.3	3.4	2.7	2.7	2.6	2.5	2.4	3.0	3.0	3.0
Working closely with people	3.5	3.2	3.2	1.8	3.9	3.8	3.3	3.1	5.0	2.4
Freedom and independence of the job	2.8	3.2	3.1	4.5	3.6	3.2	3.8	3.6	4.5	2.4
Security	2.6	2.2	2.6	3.4	2.7	3.2	2.4	2.5	3.0	2.9
Felt best trained in this area	2.4	3.6	3.0	3.9	3.7	2.9	3.0	2.6	4.0	2.4
Farming opportunity available	1.6	1.6	1.4	4.7	1.6	1.5	1.3	1.2	1.0	1.1
Good hours	1.8	2.3	2.4	1.8	1.8	2.3	1.9	2.0	1.0	1.5
Opportunity for advancement	2.3	2.1	2.5	3.1	3.1	3.3	3.7	3.8	4.0	3.8
Evenings free	1.4	1.4	2.0	2.2	1.5	2.3	1.8	2.2	1.0	2.0
Close to parental home	1.6	1.9	1.8	2.7	1.5	1.3	1.0	1.5	1.0	1.9
Own my own home	1.2	1.3	1.3	1.7	1.3	1.5	1.2	1.2	1.6	1.0
Wife happy with line of employment	2.2	1.9	1.9	2.2	1.8	2.2	1.7	2.5	4.0	2.2
Good recreational facilities	1.6	1.8	1.9	1.8	1.8	1.6	1.2	1.8	1.0	1.5
Educational facilities	2.2	2.3	2.4	2.2	2.0	1.7	1.9	2.1	3.0	2.2
Prestige of position	2.7	2.0	2.6	1.9	2.9	2.4	2.1	2.5	4.5	2.0
Health factors	1.6	1.6	1.8	2.4	1.6	1.5	1.3	1.6	3.0	1.2
Employment area mean	2.3	2.2	2.3	2.6	2.3	2.3	2.1	2.4	2.6	2.1

[a]Employment areas are numbered and are as follows: 1 = vocational agriculture instructor, 2 = G.I. on-farm training, 3 = high school teacher other than vocational agriculture, 4 = farming, 5 = extension service, 6 = government, 7 = fertilizer business, 8 = feed and seed business, 9 = radio or TV, 10 = livestock business

Table 6 continued.

Factors	Employment area[a]									
	11	12	13	14	15	16	17	18	19	Overall
					Mean					
Salary	2.8	3.2	2.8	3.0	2.2	3.5	4.0	3.0	2.4	2.9
Working closely with people	3.0	3.8	2.1	2.5	2.7	4.5	5.0	2.9	3.3	3.3
Freedom and independence of the job	3.8	3.9	2.3	3.0	2.3	4.0	5.0	3.7	2.8	3.3
Security	1.8	3.4	3.0	3.0	3.1	2.2	2.0	2.4	2.6	2.7
Felt best trained in this area	3.7	2.9	3.7	2.0	2.1	2.2	1.0	2.8	2.8	3.0
Farming opportunity available	1.1	1.0	1.1	1.0	1.0	1.0	1.0	1.3	1.2	1.4
Good hours	1.6	2.2	1.6	3.0	2.6	2.5	1.0	1.7	1.8	1.9
Opportunity for advancement	3.3	4.5	2.8	3.5	4.0	4.2	4.0	4.2	3.0	3.4
Evenings free	1.2	2.0	1.6	3.0	2.6	1.8	1.0	2.4	1.6	1.8
Close to parental home	1.0	1.1	1.3	1.0	1.0	1.5	1.0	1.6	1.3	1.4
Own my own home	1.4	1.0	1.4	1.7	1.0	1.0	1.0	1.2	1.3	1.3
Wife happy with line of employment	2.1	3.6	2.1	3.5	2.4	3.0	1.0	1.7	2.1	2.3
Good recreational facilities	1.2	2.4	1.6	3.5	1.3	2.8	1.0	2.1	1.5	1.7
Educational facilities	3.1	2.8	2.1	1.5	1.6	4.2	2.0	2.3	2.2	2.3
Prestige of position	2.8	2.9	2.8	1.5	3.2	3.5	3.0	2.9	2.3	2.7
Health factors	1.3	2.5	2.1	1.5	1.6	3.0	1.0	1.9	1.5	1.8
Employment area mean	2.2	2.7	2.1	2.3	2.2	2.8	2.1	2.4	2.1	2.3

Footnote continued. 11 = college teaching, 12 = sales, other than agricultural products, 13 = machinery business, 14 = petroleum business, 15 = banking, 16 = insurance, 17 = journalism, 18 = private business, and 19 = other.

graduates who had entered teaching positions other than vocational agriculture as having has greater influences on their decisions to enter teaching of other than vocational agriculture.

The graduates who entered farming rated farming opportunities available, freedom and independence of the job, security, and opportunity for advancement as factors having had more influence upon them to enter their first employment areas then these factors had upon teachers when deciding to enter their first employment areas.

Data in Table 7 describes factors influencing the graduate's decision to enter his 1964 employment area. Graduates who were still employed as vocational agriculture instructors in 1964 noted working closely with people, felt best trained in this area, and salary as the factors having had the greatest influence on their decision to enter their 1964 employment area.

Felt best trained in this area (mean = 3.7), salary (mean = 3.6), working closely with people (mean = 3.6), and freedom and independence of the job (mean = 3.6) were the factors that were rated as having the most influence upon the high school teachers, other than vocational agriculture, to enter their 1964 occupations.

School administrators rated opportunity for advancement, salary, working closely with people, felt best trained in this area, freedom and independence of the job, and prestige of the position as being the factors that greatly influenced their occupational choice.

When mean scores were compared for the first and 1964 employment areas (Tables 6 and 7), for salary, freedom and independence of the job, security, felt best trained in this area, own my own home, and wife happy with line of employment, it was found that the 1964 scores were much higher

Table 7. Factors influencing the graduate's decision to enter 1964 employment area (Rating basis: 1 = little or no influence; 5 = very much influence)

Factors	Employment area[a]									
	1	2	3	4	5	6	7	8	9	10
	Mean									
Salary	3.2	2.8	3.6	3.6	3.8	3.4	3.9	4.0	4.5	3.9
Working closely with people	3.4	1.8	3.6	3.6	4.0	3.4	3.6	3.6	5.0	3.4
Freedom and independence of the job	2.8	4.4	3.6	3.5	4.2	3.4	4.1	4.0	4.0	3.7
Security	2.8	3.5	3.4	3.2	3.7	3.5	3.3	3.3	3.5	3.9
Felt best trained in this area	3.4	4.0	3.7	3.8	4.0	3.7	3.8	4.0	4.0	3.5
Farming opportunity available	2.2	4.5	1.6	1.1	1.4	1.7	1.5	1.5	2.0	1.4
Good hours	2.1	1.9	3.3	2.0	1.9	2.9	2.1	2.1	2.0	1.8
Opportunity for advancement	2.2	3.3	3.2	4.2	3.5	3.6	4.3	4.0	4.5	4.4
Evenings free	1.6	2.8	3.1	1.8	1.4	3.1	2.0	2.4	1.5	2.3
Close to parental home	1.9	2.7	1.8	1.2	1.6	1.4	1.3	1.7	2.0	1.6
Own my own home	2.4	2.5	2.6	2.0	2.2	2.1	2.3	2.4	2.0	2.3
Wife happy with line of employment	3.1	3.0	3.3	2.8	2.7	3.1	3.6	3.2	3.0	3.1
Good recreational facilities	1.9	1.9	2.4	2.8	2.2	2.4	2.2	2.3	2.0	2.5
Educational facilities	3.0	2.3	3.2	3.3	3.2	2.4	2.7	2.5	2.5	2.8
Prestige of position	2.8	2.2	3.1	3.5	3.3	2.8	3.6	3.3	4.5	3.1
Health factors	2.1	2.5	2.2	1.7	1.8	1.9	2.1	1.8	2.0	2.0
Employment area mean	2.6	2.9	3.0	2.8	2.8	2.8	2.9	2.9	3.1	2.9

[a]Employment areas are numbered and are as follows: 1 = vocational agriculture instructor, 2 = farming, 3 = high school teacher other than vocational agriculture, 4 = school administration, 5 = extension service, 6 = government, 7 = fertilizer business, 8 = feed and seed business, 9 = radio or TV, 10 = livestock business

Table 7 continued.

Factors	Employment area[a]									
	11	12	13	14	15	16	17	18	19	Overall
	Mean									
Salary	3.4	3.8	3.4	3.7	3.4	3.8	2.8	3.9	3.6	3.6
Working closely with people	3.1	3.9	3.2	2.7	3.8	3.7	3.3	3.8	3.6	3.5
Freedom and independence of the job	4.0	4.0	2.3	3.7	3.4	4.2	3.7	4.1	3.5	3.7
Security	2.9	3.4	3.7	2.7	3.6	3.4	2.7	3.4	3.2	3.3
Felt best trained in this area	3.9	3.3	3.8	2.3	3.5	3.2	2.8	4.1	3.7	3.6
Farming opportunity available	1.4	1.2	1.5	1.0	1.3	1.4	1.7	1.7	1.2	1.7
Good hours	2.0	2.0	2.0	1.7	2.4	2.5	2.3	2.3	2.3	2.2
Opportunity for advancement	3.4	3.9	4.5	4.0	4.4	4.3	3.3	3.5	3.7	3.8
Evenings free	1.7	2.1	2.0	2.7	2.6	2.2	1.8	2.2	2.2	2.2
Close to parental home	1.7	1.4	1.3	1.0	1.5	1.8	1.7	1.4	1.2	1.6
Own my own home	1.8	2.5	2.0	1.0	2.1	2.9	2.0	2.2	2.2	2.2
Wife happy with line of employment	2.6	3.4	3.2	1.0	3.1	3.4	2.5	2.9	3.0	2.9
Good recreational facilities	2.0	2.3	1.3	2.1	2.2	3.0	3.2	2.7	2.1	2.2
Educational facilities	3.3	2.9	2.5	1.3	2.5	3.4	2.8	2.6	2.6	2.7
Prestige of position	3.0	3.0	2.5	1.7	3.4	3.7	3.3	3.3	3.0	3.1
Health factors	1.7	2.2	1.5	1.3	1.9	2.2	1.8	2.4	1.8	1.9
Employment area mean	2.6	2.8	2.5	2.1	2.8	3.1	2.5	2.9	2.7	2.7

[a]Footnote continued. 11 = college teaching, 12 = sales, other than agricultural products, 13 = machinery business, 14 = petroleum business, 15 = banking, 16 = insurance, 17 = journalism, 18 = private business, and 19 = other.

and reflected influence of these factors upon the graduate's choice of 1964 occupation.

Data in Table 8 reveal the factors influencing agricultural education graduates to leave the vocational agriculture teaching profession within five years. Graduates who left the profession within five years were asked to rate themselves from zero to nine in regard to the extent the 24 listed factors may have influenced them to leave the profession. A rating of zero indicated that the factor had no influence and a rating of nine indicated that the factor had had very much influence.

Graduates who left the vocational agriculture teaching profession after teaching less than five years rated the following factors as being of the greatest influence: lack of advancement opportunities (2.9), salary (2.2), too many evening responsibilities (1.9), long hours (1.5), and state reports (1.4). Discipline problems and little or no opportunity to specialize were factors that were also of considerable influence.

Factors that were of little or no influence were: failure to adjust to the school schedule, ethnic and religious factors, and poor rapport with other teachers in the school system.

Factors influencing agricultural education graduates to leave vocational agriculture teaching after five years are depicted by data in Table 9. These factors were: lack of advancement opportunities (5.8), salary (5.1), too many evening responsibilities (3.8), and long hours (3.4). Community attitude toward vocational agriculture, little or no opportunity to specialize, and over emphasis of athletics are factors that were also of considerable influence.

Coefficients of correlation revealed in Table 10 pertain to 51 graduates who had completed a vocational agriculture course of study while

Table 8. Factors influencing agricultural education graduates to leave the vocational agriculture teaching profession within five years as related to year of college graduation
(Rating basis: 1 = little or no influence; 9 = very much influence)

Factor	Period of college graduation				
	1940-44	1945-49	1950-54	1955-59	Factor
	Mean				
Salary	2.4	3.3	2.1	1.9	2.2
Long hours	1.0	1.7	1.4	1.6	1.5
Lack of advancement opportunities	2.8	3.9	2.7	2.7	2.9
Too many evening responsibilities	1.5	2.1	1.8	2.1	1.9
Discipline problems	1.2	1.9	1.1	1.0	1.2
Personality conflicts with administration	.5	1.3	.7	.8	.8
Failure to adjust to school schedule	.2	.4	.2	.2	.2
Time required for FFA activities	.6	.9	.7	.7	.7
Dislike for adult and young farmer programs	.3	.8	.6	1.0	.8
Dislike working with high school students	.6	1.0	.7	.6	.7
State reports	.8	1.3	1.2	1.6	1.4
Community responsibilities	.6	.4	.4	.3	.4
Community attitudes toward vocational agriculture	.6	1.0	.7	1.1	.9
Dislike community standards for teachers	.7	1.1	.7	.6	.7
Too short summer vacations	.3	.3	.5	.5	.4
Size of community	.5	.6	.5	.7	.6
Ethnic and religious factors	.2	.2	.2	.2	.2
Dislike teaching certain areas	.9	1.1	.6	.7	.7
Too few teachers aids and materials available	1.1	1.0	.7	.8	.8
Little or no opportunity to specialize	1.1	1.2	1.3	1.3	1.2
Poor rapport with other teachers in system	.5	.5	.4	.2	.3
Expected to teach other subject matter areas	.5	.7	.5	.5	.5
Over emphasis of athletics	.5	1.4	.9	.8	.9
Wife not happy with vocational agriculture profession	.3	.4	.4	.6	.5

Table 9. Factors influencing agricultural education graduates to leave the vocational agriculture teaching profession after five years as related to period of college graduation
(Rating bais: 1 = little or no influence; 9 = very much influence)

Factor	Period of college graduation			
	1940-44	1945-49	1950-54	Factor
	Mean			
Salary	4.5	5.6	5.0	5.1
Long hours	3.4	3.4	3.4	3.4
Lack of advancement opportunities	5.1	6.0	5.9	5.8
Too many evening responsibilities	3.4	3.8	3.9	3.8
Discipline problems	.7	1.9	1.3	1.4
Personality conflicts with administration	.8	1.3	1.4	1.3
Failure to adjust to school schedule	.2	.2	.3	.2
Time required for FFA activities	1.1	1.6	1.4	1.4
Dislike for adult and young farmer programs	.4	1.4	1.3	1.2
Dislike working with high school students	.9	1.3	.4	.7
State reports	1.9	2.5	2.5	2.4
Community responsibilities	1.1	1.5	.8	1.1
Community attitudes toward vocational agriculture	1.4	1.6	1.7	1.6
Dislike community standards for teachers	.8	.9	1.2	1.1
Too short summer vacations	1.3	1.2	1.5	1.4
Size of community	.2	1.2	.8	.9
Ethnic and religious factors	.1	.9	.5	.5
Dislike teaching certain areas	.8	1.3	.9	1.0
Too few teachers aids and materials available	1.3	1.6	1.2	1.3
Little or no opportunity to specialize	2.3	1.8	2.6	2.3
Poor rapport with other teachers in system	.1	.5	.6	.5
Expected to teach other subject matter areas	.6	.5	1.0	.8
Over emphasis of athletics	2.4	1.5	1.4	1.6
Wife not happy with vocational agriculture profession	.8	1.2	.7	.9

Table 10. Coefficients of correlation of factors related to 1940-1963 agricultural education graduates who had completed the vocational agriculture curriculum in high school and had left the vocational agriculture teaching profession within two years (five percent level of significance = .27; one percent level of significance = .35) (N = 51)

Variables[a]	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00													
2	-.01	1.00												
3	.03	.01	1.00											
4	.20	.26	.18	1.00										
5	.26	.11	.06	.52	1.00									
6	-.04	.16	.24	-.03	.04	1.00								
7	.07	-.04	.08	-.09	-.02	.31	1.00							
8	.02	.11	-.25	-.06	-.04	-.28	.09	1.00						
9	-.28	.06	.15	.02	-.03	-.09	-.22	-.16	1.00					
10	.09	-.18	-.07	-.04	.15	-.06	-.26	-.20	.02	1.00				
11	-.39	.40	-.01	-.02	-.09	.05	.06	.08	.05	.03	1.00			
12	-.12	.03	.11	.03	-.09	.06	-.05	-.10	-.19	-.20	.08	1.00		
13	-.25	.02	.12	-.11	-.20	.22	.21	-.01	.00	-.20	.18	-.07	1.00	
14	-.28	.16	.14	.03	.04	.26	.26	-.06	.10	.05	.35	.10	-.12	1.00

[a]Variables are numbered and are as follows: 1 = long hours and evening responsibilities; 2 = salary and advancement opportunities; 3 = community factors; 4 = interpersonal problems; 5 = failure to adjust to teaching assignment; 6 = high school quality point average; 7 = final college quality point average; 8 = age upon graduation at ISU; 9 = years member of Agricultural Education Club; 10 = first employment income; 11 = 1963 employment income; 12 = number of occupational areas; 13 = advanced educational status; 14 = participation in extra-curricular college activities.

attending high school and had left the vocational agriculture teaching profession within two years. Participation in extracurricular college activities was negatively correlated with long hours and evening responsibilities (-.276). A significant positive relationship was found to exist between interpersonal problems and failure to adjust to the teaching assignment (.522). Signficant relationships were found to exist when 1963 employment income was correlated with; long hours and evening responsibilities (-.394), and salary and advancement opportunities (.399).

When 66 graduates who had completed a course of study in vocational agriculture while attending high school and who had taught vocational agriculture more than two years before leaving the occupation were compared with graduates who left teaching after one or two years, several differences were found. Significant correlation coefficients were found to exist between salary and advancement opportunities and failure to adjust to the teaching assignment (.271), and between interpersonal problems and advanced educational status (-.264).

The same variables were correlated for 130 graduates who had not completed a high school course of study in vocational agriculture and who had left vocational agriculture teaching within two years (Table 11).

Mean values for variables pertaining to graduates classified by their high school curriculum and length of tenure in vocational agriculture teaching are characterized by data in Table 12. Graduates who had completed a high school course of study in vocational agriculture, but had left the vocational agriculture teaching profession within two years rated: community factors, 3.00; interpersonal problems, 7.16; and failure to adjust to the teaching assignment, 6.14 higher as the reasons for leaving teaching than did the three other groups of graduates. Graduates who had enrolled in

Table 11. Coefficients of correlation of factors related to 1940-1963 agricultural education graduates who had not completed the vocational agriculture curriculum in high school and who had left the vocational agriculture teaching profession within two years (five percent level of significance = .17; one percent level of significance - .22) (N = 130)

Variables[a]	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00													
2	-.01	1.00												
3	.11	-.04	1.00											
4	.22	-.16	.18	1.00										
5	.06	.12	.21	.04	1.00									
6	.10	-.02	-.09	-.05	.07	1.00								
7	.10	.05	.12	.13	-.02	.35	1.00							
8	.04	.05	.12	.14	-.10	-.37	-.23	1.00						
9	-.04	.05	-.05	-.06	-.06	.03	.10	-.17	1.00					
10	-.06	.17	-.09	.02	-.12	.13	.08	-.02	-.01	1.00				
11	-.12	.50	.04	-.17	.01	.05	.05	-.03	.24	.16	1.00			
12	.13	-.01	-.01	.04	.05	-.09	-.10	.04	-.04	-.21	-.10	1.00		
13	.13	-.12	-.03	-.04	.02	.04	.11	-.10	.09	.02	.04	-.15	1.00	
14	.08	.08	-.07	-.05	-.03	.26	.07	-.32	.12	.12	-.03	-.18	.17	1.00

[a]Variables are numbered and are as follows: 1 = long hours and evening responsibilities; 2 = salary and advancement opportunities; 3 = community factors; 4 = interpersonal problems; 5 = failure to adjust to teaching assignment; 6 = high school quality point average; 7 = final college quality point average; 8 = age upon graduation at ISU; 9 = years member of Agricultural Education Club; 10 = first employment income; 11 = 1963 employment income; 12 = number of occupational areas; 13 = advanced educational status; 14 = participation in extra-curricular college activities.

Table 12. Mean values for variables pertaining to nonteaching graduates by their high school curriculum and length of tenure in vocational agriculture teaching

Variables[a]	Mean values of nonteaching graduates by high school curriculum and length of tenure			
	Vocational agriculture curriculum		Nonvocational agriculture curriculums	
	1-2 years	more than two years	1-2 years	more than two years
1	7.14	7.45	5.68	7.08
2	9.04	11.02	8.29	10.55
3	3.00	1.76	2.62	2.53
4	7.16	6.09	5.82	5.62
5	6.14	4.94	4.95	4.59
6	2.74	2.69	2.72	2.66
7	2.67	2.70	2.64	2.68
8	5.18	5.38	5.29	6.21
9	2.74	2.79	2.37	2.25
10	$4,135.00	$4,049.00	$4,148.00	$4,131.00
11	$9,383.00	$9,744.00	$8,984.00	$8,786.00
12	2.71	2.48	2.54	2.44
13	1.78	1.74	1.87	2.03
14	1.73	1.77	1.82	1.69

[a]Variables are numbered and are as follows: 1 = long hours and evening responsibilites; 2 = salary and advancement opportunities; 3 = community factors; 4 = interpersonal problems; 5 = failure to adjust to the teaching assignment; 6 = high school quality point average; 7 = final college quality point average; 8 = age upon graduation at Iowa State University; 9 = years member of the Agricultural Education Club; 10 = first employment income; 11 = 1963 employment income; 12 = number of occupational areas; 13 = advanced educational status; and 14 = participation in extracurricular activities.

vocational agriculture in high school and had taught more than two years rated salary and advancement opportunities (combined score of 11.02) as the variable having the greatest influence upon their decision to leave vocational agriculture teaching. Graduates who had completed a high school course of study in vocational agriculture and had taught more than two years reported the highest 1963 occupational incomes.

Implications

The vocational agriculture instructor's opinion of the potential student should be considered in the selection of candidates for teacher training programs. It was found that vocational agriculture instructors influenced potential students to enroll in agricultural education who had longer tenures in vocational agriculture teaching.

Availability and comprehensiveness of occupational information should be considered in better educating potential students as to the requirements of and rewards that can be expected from vocational agriculture teaching. This need was observed from the percentage of graduates who were not aware of the vocational agriculture teaching profession until their sophomore year in college.

Since long hours and evening responsibilities were important factors in influencing graduates to leave teaching, they should be diminished through in-service training which will eventually lead to reduced schedules and increased availability of teaching aids. A maximum load should be determined which provides definite limits as to number of students per instructor, number of evening responsibilities, hours of work per week, and other guidelines.

Prestige afforded vocational training and employment must be improved. Guidance people, administrators, teachers, parents, and other people

concerned with dissemination of occupational information should devote equal effort to providing information on occupations requiring or not requiring collegiate training.

The graduates who received the highest quality point averages were inclined to leave the teaching profession first. Either selection of potential students and graduates with lower grade point averages will have to be made, or factors will have to be found and changed that cause this reaction. Some factors tending to influence this situation may be the lack of advancement opportunity, respect for vocational agriculture in the community, and salary.

Salaries should be made commensurate with duties of the occupation. Duties such as advising the FFA or adult night classes require time and effort beyond the normal teaching load and these duties should be rewarded with supplemental income just as serving as class sponsor or as a coach is for the other teachers.

Basically, persons employed as teachers of vocational agriculture and other concerned individuals must create change. They must work to overcome, by action through professional organizations and by personal example, factors that influence so many qualified men to leave the profession.